

# School Self-Evaluation

## Numeracy

### 1. Introduction

1.1. **Focus of the Evaluation:** A school self-evaluation of teaching and learning in numeracy was undertaken during the period November 2014 – May 2015. During the current evaluation, teaching and learning, across the whole school was evaluated.

### 1.2. School Context:

- This is a vertical co-educational primary school.
- There are currently 23 pupils.
- There are 2 class teachers (including teaching principal), 1 shared Learning Support teacher and 1 part-time shared resource teacher.
- The school administers standardised tests in Mathematics and English reading from 1<sup>st</sup> – 6<sup>th</sup> classes.

### 2. Findings:

#### Teacher Reflection:

- Teachers reported that most pupils enjoyed maths and were motivated to learn, with the exception of the current 3<sup>rd</sup> class.
- Teachers felt the need for a common planned approach to problem solving across all class levels in numeracy.
- Teachers agreed that the learning environment (i.e. class displays) could be improved upon to act as a teaching aid to the children in problem solving lessons.

#### Standardised tests:

- Out of 20 pupils (1<sup>st</sup>- 6<sup>th</sup>) on the Sigma-T standardised tests, 4 achieved an ‘extremely high’ level, 5 ‘high’, 10 ‘average’ and only 1 ‘low’, which is above the national norms 2014 – 2015.
- 3<sup>rd</sup> class have a higher number of pupils performing at an average level on the Sigma-T (6 out of 7 pupils).
- Only 45% of pupils scored above the 50<sup>th</sup> percentile bracket for problem solving. However results were far better in computations and procedures (80% scoring above the 50<sup>th</sup> percentile) and concepts and facts (90% scoring above 50<sup>th</sup> percentile).

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### 3. Progress made in previously-identified improvement targets:

Work is on-going with actions outlined in previous School Improvements Plan for Literacy. Teachers have already noticed improvements in areas targeted.

### 4. Summary of school self-evaluation findings:

#### 4.1 Strengths:

- Pupils are performing above the national norm with 85% scoring above the 50<sup>th</sup> percentile rank, and with 20% of pupils scoring at the 99<sup>th</sup> percentile or above compared with 2.5% nationally.
- Teachers reported that most pupils enjoyed maths and were motivated to learn.
- In computations and procedures 80% of pupils scored above the 50<sup>th</sup> percentile rank, and in concepts and facts 90% scored above the same percentile.
- Good resources available within the school.

#### 4.2 Areas for Improvement:

- Intervention needed in current 3<sup>rd</sup> class to increase motivation and performance.
- Specific problem solving strategy needed across all class levels.
- Time spent on problem solving must be increased.
- Improvement of mathematics learning environment.

#### 4.3 The following legislative and regulatory requirements need to be addressed:

- (See checklists in School Self Evaluation Guidelines)